

ESSA

School Improvement Planning

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"He's exceeding at meeting expectations
for needing improvement."





"Trust me, whales are mammals. They're not just 'trying to be difficult.'"



Idaho State Department of Education Strategic Plan

The SDE is guided by the following:

- | | |
|-------------------------|--|
| #1 Perseverance | All Idaho students persevere in life and are ready for college and careers |
| #2 Mutually Responsible | All education stakeholders in Idaho are mutually responsible for accountability and student progress |
| #3 Attract and Retain | Idaho attracts and retains great teachers and leaders |



SEC. 1001. Ø20 U.S.C. 6301 PURPOSE.

The purpose of this title is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.



Highlights: What's New and Different?

- ❖ No School Improvement Grant (SIG) program
- ❖ School Identification
 - Comprehensive support and improvement (CSI) schools
 - Lowest 5%, High schools w/ less than 67% grad rate, one or more consistently underperforming subgroups over a number of years
 - Targeted support and improvement (TSI) schools – one or more low-performing sub-groups
- ❖ Evidence-based interventions required
- ❖ LEA resource allocation review and technical assistance to those districts
- ❖ After a state-determined period of years (not to exceed 4), the state takes a “more rigorous state determined action”.



School Identification

- States must identify certain schools for **comprehensive support and improvement** once every three years beginning with school year 2017-2018.
- States must identify schools for **targeted support and improvement** annually.
- States must identify schools for **additional targeted support and improvement** once every three years.



COMPREHENSIVE SUPPORT & IMPROVEMENT

- States must identify certain schools for **comprehensive support and improvement** once every three years beginning with the 2017-2018 school year: (exception: identification of schools with chronically low-performing subgroups are not required until the 2018-2019 school year)
 - **Lowest-Performing**
 - Bottom 5% of Title I schools, based on the summative rating
 - **Low High School Graduation Rate**
 - High schools with graduation rates below 67% for all students based on the four year-adjusted cohort graduate rate; and
 - **Chronically Low-Performing Subgroups**
 - Title I schools with chronically low-performing subgroups that do not improve after receiving “additional targeted support”



TARGETED SUPPORT & IMPROVEMENT

- States must identify schools for **targeted support and improvement**
 - Title I schools with a **consistently underperforming subgroup**, as defined by the State, identified annually
- The law provides **suggested definitions of “consistently underperforming”** but allows flexibility for states to propose their own definitions within key guardrails:
 - Must look at each individual subgroup to determine if that group is consistently underperforming.
 - Must ensure that schools with a subgroup underperforming for two years or more are identified.
 - Must be based on the state’s indicators.



Consistently Underperforming Subgroups

The State's methodology to identify schools with one or more consistently underperforming subgroups of students must:

- Consider each school's performance among each subgroup of students in the school
- Take into account the indicators used for annual meaningful differentiation consistent with the requirements for weighting of indicators
- Define a consistently underperforming subgroup of students in a uniform manner across all LEAs in the State.



ADDITIONAL TARGETED SUPPORT

- States must identify schools with a low-performing subgroup performing similarly to all students in the bottom 5% of Title I schools for **additional targeted support and improvement**.
- Schools must be identified for additional targeted support and improvement **on the same timeline as States identify comprehensive support schools** (no less than every three years).
- If a school does not reach exit status after receiving additional targeted support, it is “rolled up” into comprehensive support and improvement.



SCHOOL IMPROVEMENT PLANS

- Each LEA must, with respect to each school identified, develop and implement a comprehensive or targeted support and improvement plan for the school to improve student outcomes.
- For each identified school, an LEA must conduct, in partnership with stakeholders, a comprehensive needs assessment.
- In order to ensure that stakeholders, including parents, teachers, principals, and other school leaders are engaged:
 - Parents must be notified if their student attends an identified school and told how they can engage in developing the plan.
 - The plans must be publically available.
 - The plans must describe how stakeholder input was received and any changes that were made as a result.



SCHOOL IMPROVEMENT PLANS cont.

- A CSI or TSI plan must include one or more “**evidence-based**” interventions or strategies to improve student outcomes in the school. Regulations do not prescribe a specific level of evidence but refer to the definition under Title VIII.
- A CSI or TSI plan must identify and address **resource inequities**.
- CSI and TSI plans must be fully implemented in the school year for which such school is identified, except that an LEA may have a planning year during which the LEA must carry out the needs assessment and develop the comprehensive support and improvement plan to prepare for successful implementation of interventions required under the plan on, at the latest, the first full day of the school year following the school year for which the school was identified.



SCHOOL IMPROVEMENT PLANS cont.

- SEAs, LEAs and schools identified for CSI must review and approve comprehensive support plans.
- LEAs must review and approve targeted support plans.
- SEA Plan approval and monitoring **(CSI plans only)**
 - The SEA must, upon receipt from an LEA of a comprehensive support and improvement plan,
 - Review and approve the plan in a timely manner and
 - Monitor and periodically review each LEA's implementation of such plan



SCHOOL IMPROVEMENT PLANS cont.

- Exit criteria (**CSI plans only**)

- To ensure continued progress to improve student academic achievement and school success, **the SEA must establish uniform statewide exit criteria for each school** implementing a comprehensive support and improvement plan.
- The SEA will require additional actions in schools where initial interventions do not improve student academic achievement and school success.

- Exit criteria (**TSI plans only**)

- To ensure continued progress to improve student academic achievement and school success, **the LEA must establish uniform exit criteria for each school** implementing a targeted support and improvement plan.
- The LEA will require additional actions in schools where initial interventions do not improve student academic achievement and school success.



LEA Application for School Improvement Funds

- To receive school improvement funds, an LEA must submit an application to the SEA to serve one or more schools identified for comprehensive or targeted support and improvement. The application must include:
 - A description of one or more evidence-based interventions that are based on strong, moderate, or promising evidence.
 - A description of how the LEA will carry out its responsibilities such as:
 - Developing and implementing a CSI plan for each school identified
 - Supporting each school identified in developing and implementing a TSI plan
 - A budget indicating how it will allocate school improvement funds among schools identified for CSI and TSI
 - The LEA's plan to monitor schools for which the LEA receives school improvement funds, including a plan to monitor schools that do not meet the exit criteria



LEA Application for School Improvement Funds cont.

- A description of the rigorous review process the LEA will use to recruit, screen, select and evaluate any external partners with which the LEA will partner in carrying out activities supported with school improvement funds
- A description of how the LEA will align other Federal, State and local resources to carry out activities supported with school improvement funds
- A description of how the LEA will modify practices and policies to provide operational flexibility
- For any LEA that plans to use the first year of its school improvement funds for planning activities in a school that it will serve, must have a description of the activities, the timeline for implementing those activities, how such timeline will ensure full implementation of the plan and how those activities will support successful implementation of the CSI or TSI plan
- An assurance that each school the LEA proposes to serve will receive all the State and local funds it would have received in the absence of school improvement funds.



FUNDING UNDER SECTION 1003

- States must direct **funds set aside for school improvement** (*i.e.*, funds under section 1003) to districts with schools most in need of support:
 - States may distribute funds by **formula or competitively** but must consider schools with the “greatest need” and “strongest commitment” via an LEA application.
 - Districts that receive funds for school improvement must receive a minimum of \$500,000 for each comprehensive support school it serves and \$50,000 for each targeted support school, **unless the State determines that a smaller amount is sufficient.** (Idaho will receive about \$1.5 million for flow-through funds after IBC, state sponsored services and admin costs have been taken out)
 - States must provide technical assistance, as well as monitoring, to districts to oversee and improve the use of **funds for evidence-based interventions.**
 - States must also engage in ongoing efforts to evaluate the use of these **funds for evidence-based interventions** to improve student outcomes.



TIMELINE FOR IMPLEMENTATION

- Under the proposed regulations, States must submit state plans in either March 2017 or July 2017.
- The proposal requires that all states identify schools for **comprehensive** and **additional targeted support** for the first time in the **2017-2018 school year**, with annual identification of schools with consistently underperforming subgroups for targeted support beginning in the **2018-2019 school year**.
- **All schools are eligible for a planning year in the year of identification (e.g., 2017-2018) but must implement interventions in the following year (e.g., 2018-2019).**



State Plan and Responsibilities

- The SEA must periodically review resource allocation between LEAs and between schools, consider any inequities identified and, to the extent practicable, address any identified inequities in resources.
- The SEA must include in its State plan a description of technical assistance it will provide to each LEA in the State serving schools identified for CSI or TSI.
- The SEA may-
 - Take action to initiate additional improvement in any LEA or public charter, with a significant number of schools that are consistently identified for CSI and are not meeting exit criteria or a significant number of schools identified for TSI



State Plan and Responsibilities cont.

- The SEA may-
 - Establish a list of State-approved, evidence-based interventions consistent with the definition
 - Establish evidence-based State-determined interventions consistent with the definition of “evidenced-based” that can be used by LEAs
 - Request that LEAs submit to the State for review and approval, in a timely manner, the amended TSI plan for each school in the LEA prior to the approval of such plan by the LEA.



New School Improvement Grant Application Online

- Currently school improvement grants are completed through a word document and submitted electronically through email.
- January 2017, school improvement grant applications to be completed through the CFSGA. (Hopefully...)



Questions?



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